



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 4)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SREE SANKARA COLLEGE
C-11702**

**Ernakulam
Kerala
683574**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION		
1.Name & Address of the institution:	SREE SANKARA COLLEGE Ernakulam Kerala 683574	
2.Year of Establishment	1953	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	18	
Programmes/Course offered:	4	
Permanent Faculty Members:	69	
Permanent Support Staff:	27	
Students:	1825	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"> 1. Offering a wide range of programme options in conventional as well as modern disciplines with special reference to Skill oriented vocational programmes through DDU Kaushal Kendra. 2. The college is more than 70 years old and is affiliated to Mahatma Gandhi University, Kottayam, Kerala and is imparting education to students from socially and economically backward sections of society. 3. Visionary Management, rooted in reflective philosophical and cultural heritage of India, was formed for promoting art, science, religion, charity, education and culture and preserves Indian philosophy and IKS through study of Sanskrit language, literature and research. 	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 08-02-2024 To : 09-02-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SUDHEER PRATAP SINGH	Professor,Jawaharlal Nehru University New Delhi
Member Co-ordinator:	DR. KHURSHID AHMAD MIR	Professor,Cluster University Srinagar
Member:	DR. PARVATHI VENKATESH	Principal,Don Bosco College
NAAC Co - ordinator:	Dr. Pratibha Singh	

Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.3	Curriculum Enrichment
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i>

Qualitative analysis of Criterion 1

Sree Sankara College is affiliated to Mahatma Gandhi University, Kottayam, Kerala. The college was established in 1953, running 16 UG, 10 PG, 5 Ph.D programmes in Arts, Science and Commerce and 01 B.Voc programme. All these programs run on the basis of the curriculum and academic calendar prescribed by the affiliating University. The college has adopted Choice Based Credit System (CBCS) at UG and PG level. The academic calendar prepared by College Council includes schedule for internal examination. College has yet to adopt the National Education Policy-2020. However, vocational education is imparted under community college scheme through UGC - NSQF Diploma and Certificate Programmes, skill enhancement and application oriented B.Voc degree programmes in Deen Dayal Kaushal Kendras. There is a need for increase in students enrollment in add on courses. Contribution to IKS and Indian philosophy is upheld through a strong base for Sanskrit language study and literature to common man. Some of the faculty members represent in Board of Studies and Board of Examiners of affiliating university. For academic excellence, students are encouraged to enroll themselves in NPTEL/SWAYAM/MOOC courses. Besides, institution arranges guest lectures, seminars, workshops, training programmes and industrial visits to enhance the academic excellence of students. Cross cutting issues relevant to gender, environment, human values, human rights and professional ethics are included in the curriculum, and the college also supplements the curriculum by organizing special programmes on environment and ecology to educate the student fraternity about the responsibility and efficient use of natural resources. The gender equity is well maintained in the college and the grievance of the girl students is adequately taken up. For the promotion of gender equity, college has organized various awareness programmes through college Women cell named "Sakhi". Feedback from different stake holders is taken at regular intervals and is placed on the College website. However, formal mechanism through LMS to take feedback on Curriculum from stakeholders needs to be tagged. Emerging areas like gender inclusivity, ethics in / as literature, perspectives of Nanoscience, IPR, bio safety etc. are part of curriculum and are explained with the help of real-life case studies. 75% of students are assigned project Works to supplement the scope for self-learning. During the student interaction, the students expressed need of introduction of more value-added courses related to Information, Communication Technology, soft skills and industry based value added courses.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i> Explain with evidence in a maximum of 500 words

Qualitative analysis of Criterion 2	
<p>The student admissions are centralized as per the rules laid down by the affiliating University and state government. The statutory reservation policy is followed. The admission notification is published through print, digital and electronic media. The college has adopted a transparent admission process through admission committee and it adheres to inclusive policy. The college has optimum qualified faculty strength against the sanctioned seats and filled in seats in all programmes. Faculty members identify slow learners and advanced learners at the beginning of the academic year. They strive hard to enable the slow learners' improvement by way of conducting remedial coaching, tutorials, home assignments and self-study. However, scientific basis of identifying the slow and advanced learners on the basis of psychometric tests is lacking. The college has evolved various methods to make student centric learning like experiential learning, participative learning, problem solving methods, field work, library work, and so on. There are permanent teachers and part time teachers appointed by the Management on the self-supporting basis from the own resources of the college. Permanent teacher recruitment process is as per university norms. Evaluation process framed by the affiliating university is followed by the college. The student-teacher ratio is the most optimal. Continuous evaluation and internal assessment of 20% is in practice in all programs. The grievance redressal mechanism with regard to internal continuous assessment is evident and grievances are disposed off in time bound manner. The college has great potential to improve the results at UG and PG level. The conduct of the student satisfaction survey is evident and needs improvement. The programme specific outcome and course outcome are displayed on the website and simultaneously communicated to the students. Detailed analysis may be made continuously to improve the teaching learning process. The college evaluates academic attainment of POs & COs through performance in various modes of CIE and lab practical sessions. Remedial sessions are arranged to raise the CO level attainment of slow learners. Scores in internal and end-semester assessments are given weightage of 20:80 for direct assessment of Outcomes. However, objective Outcome mapping is yet to be fully implemented in all departments.</p>	

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident
3.4	Extension Activities
3.4.1 QIM	Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies

Qualitative analysis of Criterion 3	
<p>To foster a vibrant research culture among students, the college needs to establish well-equipped laboratories catering to Physical, Chemical, and Life sciences. The college has successfully received substantial grant from the government witnessing its commitment to research, endowments and various other projects. Moreover, there has been a noticeable sanctioned research projects for faculty members from funding agencies. College has more than 75% of faculty members as Ph.Ds, however, the number of quality Publications and research are low and has been centered only in certain departments. The college has organized seminars focused on Intellectual Property Rights (IPR). Around 35 activities were conducted in fields related to IPR, IKS, Research methodology and Innovation and Entrepreneurship Development. The contribution of Sanskrit Department in propagation of IKS are worth mentioning. The college has got Innovations and Entrepreneurship Development Centre (IEDC) approved by Kerala Start-Up Mission for fostering innovations and Start-Ups. Recognizing the nascent stage of the innovation landscape, there exists a clear opportunity for enhancement through strategic collaborations with esteemed Higher Education Institutes in and around Kerala. Beyond academia, the college has actively engaged in major extension activities through the National Service Scheme (NSS) and National Cadet Corps (NCC), aimed at sensitizing students to societal issues. Both students and faculty actively participate in various social initiatives within the neighbourhood, fostering awareness on health, Swachh Bharat Abhiyan, Health Awareness Jatha, Health Camp, World Environment Day, and Fire and Safety Training Programs. The NSS and NCC have spearheaded a series of programs covering environmental issues, health, Swachhata Pakwada, and Republic Day Celebrations. Recently, Kerala Start-Up Mission, a Govt. of Kerala initiative has sanctioned Innovation and Entrepreneurship Development Centre (IEDC) for the Institution, which will boost and accelerate the entrepreneurial initiatives of the Club. The Institution Innovation Council (ICC) established in 2022 is instrumental in monitoring and ensuring activities to motivate young entrepreneurs and innovators. The college's commitment to societal well-being has garnered recognition, as evidenced by appreciation letters received from universities and non-governmental organizations. These accolades specifically commend the college for organizing diverse awareness programs related to health, disaster management, and blood donation. The college has respective MOUs with industry and other institutions for the skill development programmes, out of which one is foreign collaboration with Institute of Advanced Vedic Mathematics U.K.</p>	

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>

Qualitative analysis of Criterion 4	
<p>The land area of the college is 18 acres housing 94 Wi-Fi classrooms out of which 40 are ICT enabled, 30 laboratories for UG, PG and research programmes, multi-purpose indoor stadium, seminar hall, conference room, E-Learning Centre, auditorium, 6 computer labs comprising of sufficient number of computers. In addition, separate rooms for cells and clubs like IQAC, exam Cell, NCC, NSS, Entrepreneurship Development Club, etc. are available. College has also canteen, audio visual Studio, Language Lab, Library, gymnasium to cater the physical fitness need of the students, gardens/parks, parking area, and a playground, Counselling centre, Botanical-garden, Herbal-garden, Zoological Museum, Mushroom cultivation, Generator ambulance service etc. Hostel for girls with limited intake is available and there is scope for extension. Water filters, Generators, fire extinguishers are also available. Notable facilities have been created for indoor and outdoor sports and recreation facilities. More than 25 % of expenditure spent on infrastructure development and augmentation. For the security and safety, the whole college campus is under CCTV surveillance equipped with around 20 cameras. Library with the N-list Knowledge portal which gives access to more than 1 lakh books and 600 e- journals, is automated with Koha software. Computers with Internet facilities are available in the Library. The college has a subscription to some e- journals, periodicals and e-books. However, the library is lacking the RFID facility. All departments and IQAC are equipped with computers having appropriate internet connectivity with LAN. For the safety of the computers spyware and antivirus softwares are installed in all the computers. In most of the departments projectors have been installed for utility during the teaching learning process.</p>	

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5	
<p>College has registered Alumni Association consisting of galaxy of luminaries from various fields which contribute to the development of the college through support services. Alumni of the college as well as the present students are nominated on different statutory committees such as IQAC, sports and so on. Many alumni hold important positions in the government sector and industry and some of them are self-entrepreneurs. Alumni take part in the extension and social activities of the college. Some of the alumni also deliver the extension lectures for academic growth of the students. During COVID-19, the college has received academic and financial support from the alumni. They have also facilitated the installation of crucial amenities such as water coolers and have contributed over a thousand books to the college library. Some of the alumni members have also donated books to the college library. Around 52 % of the students received financial assistance under various schemes during the assessment period. Capacity building initiatives were undertaken under various heads like Soft Skill Programmes, Language and Communication Skill Programmes, Life Skill Programmes, Entrepreneurship-Skill Development Programmes, ICT-computing skills, Awareness programmes on Technology Trends, Health and Hygiene and IKS and benefitted 3500 students during five year period. Career guidance and placement cell conduct career counselling programmes and recruitment drives and prepare students for competitive exams and more than 55% students were benefitted. For academic excellence, it looks imperative to focus on key areas that contribute significantly to the holistic development of the college stakeholders. Through a collaborative effort, it is required to elevate the overall educational experience and ensure the well-being and success of the students. The following parameters though they are in place needs to be improved namely: enhancing scholarship opportunities, capacity building, competitive exam preparation, redressal mechanisms, support for outgoing students, and the promotion of various extracurricular activities.</p>	

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Qualitative analysis of Criterion 6

The governance of the college is reflective in its vision and mission as quality education is provided to all the students coming from all the sections of the society so as to be the active participant in shaping the future of the country and making them aware of their social goal. College has Governing Council which takes the decision regarding appointments, promotions, finance, policy and infrastructure related matters of the college vis-a-vis monitoring the transparency in governance. College administration is decentralized with various committees like College Development Committee, IQAC and committees for execution of curricular, co-curricular and extra-curricular activities. The CDC meets regularly to converse on the agenda related to the growth of the college while as IQAC suggestions are considered for academic planning of the college. IQAC has formulated five year strategic plan and ten year perspective plan. E-governance needs to be practised in administration, finance and accounts, student admissions, student support and examination. The management is the highest administrative body of the institute which monitors academic, administrative and other related activities of the college. In the grants-in-aid section, all the appointments and promotions of teaching and non-teaching staff are done as per the rules and regulations of UGC, Directorate of Higher Education, Govt. of Kerala and affiliating university. The college has a formal annual performance appraisal for government aided teaching and non-teaching staff, which is conducted every year. College has set up a Sree Sankara College Staff Co-operative Society which provides financial assistance on easy terms to the needy employees. Computer training is provided to the staff so that e-governance can be effectively used in the campus. The faculties are encouraged to participate in FDP, Refresher Course, Orientation Course, Ph.D. programme, seminars, conferences, workshops etc. Good number of faculty attended FDPs MDPs in last five years. The college is receiving grant-in-aid from government to meet out the budgetary requirement. Funds are utilized for all recurring and non-recurring expenditure. All financial aspects, decisions, expenditure are approved in a management committee. College is also receiving financial support from the management which is utilized for

the salary to be paid to the staff who are engaged by the management and in the scholarships to deserving poor students and for construction and maintenance of building. The financial records are certified i.e., income and expenditures, balance sheet, and notes on accounts by registered chartered accountant. Government Auditor General (AG) panel conducts audit as per their schedule. The college has formed fully functional and dedicated IQAC to undertake quality initiatives. Regular meetings were undertaken and ATR recorded for development. An array of impressive efforts was taken by IQAC during post accreditation period for incremental improvement.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

A women cell called Sakhi has been formed by the college to arrange various gender sensitive programmes (Personalised Life Skills Intervention Programme, Creativity, Communication Skills, Interpersonal Skills, Mindfulness, Contemplative Intelligence, etc.) In collaboration with IIT (Madras). College has constituted a gender equity cell recently to monitor and plan gender equity measures. A ladies hostel facility and lady counsellor facility exists. women's sports teams actively participate in annual sports events like Kabaddi, Football, Cricket etc. Gender audit may be periodically conducted for gender mainstreaming in the campus. Safety initiatives go beyond surveillance, encompassing talks and training on self-defence, women's cell activities, anti-sexual harassment measures, and anti-ragging efforts. The college emphasizes extension activities through organizations like NSS and NCC, fostering a commitment to societal welfare. Diversity is a key aspect, with students adequately representing SC, ST, OBC, and minority communities. Safety measures include CCTV surveillance, counselling services, cultural programs, and a focus on constitutional obligations. National and international commemorative days are celebrated, and pollution-free awareness is promoted. The college, located in a semi-urban area, supports a mentoring system for guidance, particularly for the rural and economically challenged students. Co-curricular and extra-curricular participation is encouraged, promoting cultural, linguistic, and socioeconomic diversity. The institution has identified two best practices: SMART (Sree Sankara Management Aid for Research and Transformation) is a scheme for funding research and developmental activities and thereby fosters research culture and provides skill training to improve employability. Under the SMART scheme, departments get financial assistance to organize Conferences/Seminar/workshops/symposium etc. The second best practice identified has been related to environment

conservation named as - Haritha Sankara. The project seeks to conserve biodiversity by enhancing greenery in camps, to promulgate knowledge and awareness on eco-friendly practices and to instill sense of sustainable Development. In addition to NSS and NCC, environment related clubs were formed and various gardens are maintained. Efforts have been undertaken towards waste management and water conservation. The uniqueness of the institution refers to preserving and propagating the rich heritage of Indian Knowledge Systems. The institution strives to maintain the essence of traditional Indian wisdom and Sree Sankaracharya's Advaita Philosophy and balances the ancient wisdom with current education system. The college manages to attract generous Government funding to Sanskrit department for implementing its mission.

Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

Overall Analysis

Strength:

- Cater to the needs of Socially, Economically Backward Section of students
- DDU Kaushal Kendra offering vocational programmes & Five University-approved Research Centres
- contribution to Indian philosophy, study of Sanskrit language, literature to common man and research
- Strong faculty & Alumni base
- MoUs for Plastic and e-Waste management
- Well-equipped Sports and Games Facility including an Indoor Stadium and a Gymnasium
- Recognition for sports and cultural activities

Weaknesses:

- Lack of sufficient hostel facility
- Lack of academic autonomy
- Inadequate transportation facility
- Lack of national and international students and faculty
- Under utilization of available E-resources & ICT tools
- Less No. of quality publications
- Less number of Funded Projects undertaken only in selected departments
- Campus not friendly for disabled students

Opportunities:

- Great Scope under NEP with add-on courses relating to IKS.
- Availability of land for expansion.
- Upgrading existing PG Departments to Research Departments
- Publication in Care listed journals
- More certificate, diploma add on courses
- Establishing Academic chairs
- MOOC Courses, LMS

Challenges:

- To establish institute -industry collaboration.
- Suboptimal Funding from government agencies

- Limited autonomy in designing curriculum.
- Insufficient funding for research activities
- High drop out ratio

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- College should strive to get Funds for Research and development.
- To introduce more add-on courses and professional programmes
- Upgradation of science, IT and other labs
- To strengthen student centric learning methods
- Introduction of region specific academic programmes.
- To introduce certificate courses like spoken English and computer applications. Putting in place perspective plan
- To increase the ICT based facility in language laboratory
- Participation of students and faculty in self paced MOOC, SWAYAM, NPTEL courses to be encouraged.
- Intake capacity of girls hostel be increased and boys hostel be established
- Transportation facility for students be arranged

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SUDHEER PRATAP SINGH	Chairperson	
2	DR. KHURSHID AHMAD MIR	Member Co-ordinator	
3	DR. PARVATHI VENKATESH	Member	
4	Dr. Pratibha Singh	NAAC Co - ordinator	

Place

Date